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ABSTRACT

Project TRIUNFE is a bilingual instructional program that served approximately 260 students of Hispanic, Asian, and Haitian backgrounds during the 1983-84 school year at John Jay High School in New York City. It is a transitional program whose major goal is to mainstream students in less than two years. Most significant is its pioneering effort to develop computer-assisted instruction and computer literacy in a bilingual education program. An evaluation of student achievement during the 1983-84 year found that, overall, program students exceeded the project proposal's criterion level on the Criterion Referenced English Syntax Test. Spanish-speaking students made significant gains in native language reading achievement, with Grade 10 and 12 students showing the greatest progress. Data for French-speaking students were inconclusive. The results of a computer literacy test were positive, and students' overall passing rates were 70 percent or better in mathematics, science, social studies, and vocational courses. Finally, the attendance rate of program students was significantly greater than the schoolwide attendance rate. Despite the apparent success of Project TRIUNFE, the evaluators recommend: (1) the restoration of staff responsibilities according to the original project proposal; (2) strengthening the vocational education aspect of the project; (3) exploring the possibility of using students to help with some project work; (4) stressing the proposed alternative education for the marginal student; and (5) administering the instruments proposed to measure program objectives and revising program objectives as needed, based on students' past performance and on instruments available. (Author/KH)

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JOHN JAY HIGH SCHOOL

PROJECT TRIUNFE

1983-1984

OEA Evaluation Report

US 024485

O.E.A. Evaluation Section Report

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Grant Number: G00-830-2799

JOHN JAY HIGH SCHOOL

PROJECT TRIUNFE

1983-1984

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Mr. Enzo Togneri

Project Director:
Mr. Stephen Glickman

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A SUMMARY OF THE REPORT

This program, in its first year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.) and native language development, in addition to bilingual instruction in mathematics, science, and social studies to approximately 260 students of Hispanic, Asian, and Haitian backgrounds. The project proposal also included plans for computer-assisted instruction, computer literacy, vocational training, counseling and job placement, and alternative education for the marginal/juvenile delinquent student. The majority of program students were of Hispanic descent and most were in the tenth- and eleventh-grade levels. Although students were generally literate in their native languages, they varied widely in terms of educational preparedness.

Project TRIUNFE was described as a transitional program whose major goal was to mainstream students in less than two years. The program was not viewed by either the school or the program administration as "autonomous"; rather, it operated as a part of the school as a whole.

Title VII funds supported administrative and support-services staff. Instructional services were provided by Chapter I and tax-levy monies. Supportive services to program students included limited counseling and tutoring by project staff, college advisement, and job placement. Development activities for staff members consisted of monthly staff meetings, weekly computer training workshops in basic programming and word processing, and attendance at professional workshops, conferences, and university courses. Basic curricula were developed and were in use in program classes; however, much still needed to be accomplished in the development of curricula and materials for computer learning. Although parental involvement appeared limited for the school as a whole, parents of project students were involved through meetings held once every two months.

Students were assessed in English language achievement (Criterion Referenced English Syntax Test [CREST]); ability in their native language (Interamerican Series, La Prueba de Lectura or teacher-made tests); improvement in computer skills (computer literacy teacher-constructed cognitive test); mathematics, science, social studies and preparatory vocational classes (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates the following:

--Overall, program students exceeded the proposed criterion level on the CREST in both the fall and spring.

--Spanish-speaking students made significant gains in native language reading achievement with tenth and twelfth graders showing the greatest progress. Data for French-speaking students were inconclusive.

--The results of the computer literacy testing were positive (92 percent passing in the fall, 67 percent in the spring).

--Students' overall passing rates were 70 percent or better (the stated program objectives) in mathematics, science, social studies, and vocational courses.

--The attendance rate of program students was significantly greater than the school-wide attendance rate.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Restoring the staff responsibilities outlined in the original project proposal. The successful operation of an ambitious program such as this requires a full-time project director responsible for administration and supervision and a full-time job developer/placement specialist responsible for counseling students, developing a job bank, and placing students in entry-level jobs. In addition, the role of the computer trainer and materials developer is essential to the essence of the project.

--Strengthening the vocational education aspect of the project. Staff changes have affected this important component of the program.

--Exploring the possibility of using students to help with some project work, especially that which requires use of the computer.

--Stressing the proposed alternative education for the marginal student. This aspect of the program also relies upon the restoration of the staffing necessary.

--Administering the instruments proposed to measure program objectives and/or revising program objectives as needed, based on students' past performance and on instruments available.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Ida Heyman has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT "TRIUNFE"
JOHN JAY HIGH SCHOOL BILINGUAL PROGRAM

Location:	237 Seventh Avenue Brooklyn, New York 11215
Year of Operation:	1983-84, First year of funding
Languages:	Spanish, French/Haitian Creole
Number of Participants:	Fall, 268 and Spring, 263
Principal:	Enzo Togneri
Project Director:	Stephen Glickman

I. INTRODUCTION

Project TRIUNFE is a bilingual instructional program that served approximately 260 students of Hispanic, Asian, and Haitian backgrounds during the 1983-84 school year at John Jay High School. Its ambitious plans, as stated in the proposal, included "computer-assisted instruction, computer literacy, partial immersion for rapid learning of English, vocational training, counseling and job placement, and alternative education for the marginal/juvenile delinquent student." The project built upon the success of a previous Title VII bilingual project at John Jay High School, Project RESCATE, which concluded a three-year funding cycle last year serving a similar student population.

Previous final evaluation reports on that project provide details on the school context, student characteristics, language policy of the school, and other continuing factors. This report will highlight new aspects of this year's program, its organization, instructional

component, and non-instructional services as well as any changes in the the student population served.

These descriptions and findings assessing this year's work will show progress being made toward the project's first-year and long-range goals. The conclusions and recommendations of this report will analyze the results of the first year of TRIUNFE, what these results suggest about progress toward program goals, and how greater progress might be made next year.

In its use of computers among bilingual students at the high school level, this project is a pioneering effort in the nation's schools. It deserves careful attention.

II. CONTEXT

COMMUNITY SETTING

John Jay High School has served students from its location in the Park Slope area of Brooklyn for almost 100 years. Its fortress-like five-story brick exterior, the length of a city block, towers above the century-old brownstone homes around it.

Since the beginning of the century, different waves of immigrants have swept through Brooklyn and this school. But, while John Jay still remains a barometer of new generations seeking a land of promise, its immediate neighborhood reflects a different kind of migration: upwardly mobile people who bought local brownstones in the process known as "gentrification." Thus, today's students at John Jay, often struggling to learn English and new customs, come to school in a neighborhood whose residents are struggling to appreciate gourmet foods.

In another context, it would appear that John Jay's students are being bused into the neighborhood. In reality, though, little integration with the neighborhood's children is accomplished when these students get off the city buses that bring them from Crown Heights, Red Hook, Sunset Park, or Prospect Heights. Many of the affluent and middle-class families who live nearby in Brooklyn Heights, Cobble Hill, Prospect Park, Carroll Gardens, and other areas send their children to private high schools or specialized public high schools.

Thus, John Jay serves students whose families often are trying to cope with problems of poverty and unemployment in a neighborhood of professional people trying to build and maintain a stylish, urban way of

life. The school must work with both communities -- its immediate neighbors and its scattered school population.

SCHOOL SETTING

The educational setting of John Jay is Community School District 15, where the majority of students are Hispanic. But southern Brooklyn has also become a first home to other new immigrants, such as Asian and Haitian families. As one of the largest schools in the area, John Jay draws its students from these populations.

John Jay's total population of 2,600 includes 1,455 (56 percent) Hispanic students, 50 (two percent) Asian, and 19 Haitian students (less than one percent). Of the home languages used by the students at John Jay, 52 percent speak Spanish. This percentage is down somewhat from previous years, perhaps reflecting a significant new factor. The student population at John Jay dropped by about 1,000 students this year. Even this spring, a time when 60 new students usually come from abroad, only 20 entered the school.

The bilingual project director suggested that the decline might be due to increased gentrification -- that previous marginal areas perhaps were being taken over by real estate interests. The more affluent parents moving into these areas could afford to send their children to private schools.

Even though the number of students had diminished, however, the problems of poverty had not. The project director described the families of the students at the school as "uneducated, unassimilated, isolated."

He speculated that some of these difficulties might be related to language barriers, but stated that many of the families would have problems raising children even if they were in their own countries. He described some of the students' mothers as "overwhelmed," with "little understanding of what goes on in the school life of the child."

III. STUDENT CHARACTERISTICS

The bilingual program served 268 students in fall, 1983 and 263 students in spring, 1984. The fall population included 225 Hispanic, 24 Haitian, 11 Asian, two Native American, one Italian, one Polish, and four English-speaking students. The number of Spanish-speaking students reported dropped to 216 in the spring semester, and the number of Haitian students to 23. The number of Asian-born students increased to 18. One Arabic-speaking student and one Italian student were added. Table 1 presents the spring, 1984 program students by country of origin.

Most of the program students were clustered in the tenth- and eleventh-grade levels. Thirty-nine students started at the ninth-grade level in the fall, 24 were at a senior level in the fall, and 28 students had reached the senior level by the spring semester. There was a slightly higher percentage of males than females. Male students outnumbered females in grades nine, ten, and twelve (see Table 2).

Another characteristic of the program population was the number of students with fewer years of classroom experience than their age would indicate and who were consequently overage for their grade placement. These students need extra time and attention in order to become adjusted to the ways of formal schooling. Table 3 presents the program students, for whom information was reported, by age and grade. Table 4 shows the time students have spent in the bilingual program by grade.

The project director provided a frank appraisal of students' characteristics and how they affect performance. He said that "females generally do better," and are "less disruptive." Among Hispanic students,

those from the Dominican Republic generally were "very poorly prepared." Students from Hong Kong, China, Korea, Cambodia, and Vietnam have had math and science in the schools of their native countries and therefore were "very competent generally, but not always." Haitian students tended to be "very good or very poor"; they aimed high in what they wanted to do.

Most of the students were generally literate in their own native languages. According to the project director, the native arts classes at the school were not for students who were deficient; but rather for students who were proficient.

TABLE 1

Number and Percent of Program Students by Language and Country of Birth

Language	Country of Birth	Number	Percent
Spanish	Puerto Rico	83	32
	Dominican Republic	57	22
	Cuba	2	Less than 1
	Mexico	4	2
	Honduras	11	4
	Guatemala	8	3
	El Salvador	9	3
	Nicaragua	3	1
	Panama	5	2
	Colombia	7	3
	Ecuador	24	9
	Peru	2	Less than 1
	Chile	1	Less than 1
	United States	1	Less than 1
Haitian Creole	Haiti	23	9
Asian Languages	Korea	2	Less than 1
	Vietnam	8	3
	Cambodia	1	Less than 1
	India	4	2
	People's Republic of China	1	Less than 1
	Hong Kong	1	Less than 1
	Other "Asia"	1	Less than 1
Middle Eastern	Turkey	1	Less than 1
Italian	Italy	2	Less than 1
English	United States	2	Less than 1
	TOTAL	263	100

- The majority (83 percent) of program students are reported to be native speakers of Spanish. The highest number of students in this group were born in Puerto Rico and the second highest number are from the Dominican Republic.
- Nine percent of the program students were Haitian-born. They are native speakers of Haitian Creole.
- Six percent of the students are from various Asian countries; the remaining students are from Italy, Turkey, or the United States.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	26	67	13	33	39	15
10	51	61	32	39	83	33
11	43	42	60	58	103	41
12	16	57	12	43	28	11
TOTAL	136	54[a]	117	46[a]	253	100

[a]Percent of program students.

- Male students outnumber female students in ninth, tenth, and twelfth grade.
- More students are in the eleventh grade than any other.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	5	0	1	0	6
15	7	6	4	0	17
16	13	18	20	0	51
17	8	22	31	3	64
18	4	14	24	10	52
19	2	11	13	9	35
20	0	5	9	2	16
21	0	0	0	2	2
TOTAL	39	76	102	26	243
Overage Students					
Number	27	52	46	13	138
Percent	69	63	44	50	57

Note. Shaded boxes indicate expected age range for grade.

- More than half (57 percent) of the program students are overage for their grade.
- The highest percentage of overage students are in grade nine (69 percent).

TABLE .4

Time Spent in the Bilingual Program[a]
(As of June 1983)

Time Spent in Bilingual Program	Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	10	23	25	5	63
1 Academic year	29	62	84	24	199
TOTAL	39	85	109	29	262

[a]Rounded to the nearest year.

- One hundred ninety-nine students (76 percent) had been in the program for one academic year.
- Sixty-three students entered the program at various times during the year.

IV. PROGRAM DESCRIPTION

HISTORY OF SERVICES TO STUDENTS OF LIMITED ENGLISH PROFICIENCY

The history of services to students of limited English proficiency (LEP) at John Jay shows development in complexity, staffing, and goals. E.S.L. classes, with tax-levy support, had been the main service for such students before 1975, along with guidance services provided by one Spanish- and French-speaking staff member for those students who needed it. A five-year Title VII program received funding for bilingual services at the school in 1974. At that time, the school was about one-third Spanish-speaking, one-third Italian, and one-third Haitian Creole. For one year after that program ended, tax-levy money again financed services for bilingual students.

Project RESCATE received funding for a three-year period from 1980 to 1983. The project offered career education and was aimed at preventing students from dropping out.

In 1983, Project TRIUNFE was funded as a three-year project for Hispanic, Asian, and Haitian students, with emphasis on computing, rapid learning of English by partial immersion in the language, vocational training, counseling and job placement, and alternative education for the marginal/juvenile delinquent student.

STAFFING

The proposal for TRIUNFE called for one project director, one bilingual guidance counselor, one computer-assisted instruction specialist and teacher trainer/materials developer (tax-levy funded), one job

developer/placement specialist, one bilingual paraprofessional, four bilingual/bicultural specialists, and a non-staff parent and community advisory board.

During the project's first year, there were several changes in the staffing. The original project director was replaced by the job developer/placement specialist, who was then expected to assume the responsibilities of both positions. According to the original proposal, the project director was to spend full-time on administration-supervision, while the job developer was to "provide job counseling to students, develop a job bank, and place students in entry level jobs."

In addition, the computer trainer/materials developer left the school for another position. His responsibilities had been designated in the proposal as "analyzing and developing computer programs and training teachers in use of computers and development of curriculum." The computer trainer was replaced by a computer curriculum specialist (80 percent of his time), whose background was in foreign languages and science.

Additional supervision was added with 20 percent of the time of an assistant principal (A.P.) of the school, to whom the project director reports. The A.P's place in the organizational arrangement, between the project director and the principal, also was added to the proposal's organizational chart.

In an interview, the assistant principal noted that despite these personnel changes, "the most important thing is service to kids." The A.P. thought the new project director "would work out well," along

with the teacher named as computer curriculum specialist. According to the A.P., one or both of these individuals had been instrumental in writing the proposal for funding, setting up the schedule for use of the computer lab, ordering the programs for computer-assisted instruction, starting training for word processing, getting the budget in order, getting direct input from ASPIRA, and seeing that guidance services programs were processed expeditiously. Appendix A presents the characteristics of the present staff members.

PHILOSOPHY

According to the project director, Project TRIUNFE is a "transitional program," with the goal of "mainstreaming students as soon as practical for them." Although the situation will vary by student, mainstreaming should occur in less than two years.

Students move into the mainstream after completing E.S.L. 4. The students then move into one of two tracks: the less advanced students go to the G track, the more advanced students to the R track. If students "survive the eleventh year," the director said "they will graduate."

He stated that there now is a consensus of opinion between the school administration and the program administration about the project's philosophy. He said the principal "doesn't view the bilingual program as autonomous," and feels that it should "fit in with the school as a whole." He "doesn't want fiefdoms."

PROGRAM OBJECTIVES

The project proposed specific objectives for its first year within the framework of its long-range goals; these have been included as Appendix B. Other instructional goals include the development, establishment, and maintenance of a "model comprehensive computerassisted instruction bilingual vocational program serving limited English proficient students" and that "a majority of marginal students/juvenile delinquents will either receive an equivalency diploma or be successfully reintegrated with the educational mainstream."

Ambitious, though sometimes less specific, long-range goals in guidance and supportive services, curriculum development, staff development, and parental training and participation build from the first-year goals -- to "infuse career education concepts into the core curriculum," and "to develop leadership qualities in parents so that they may serve as effective communicators of the goals of bilingualism within the community."

V. INSTRUCTIONAL COMPONENT

PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Students are placed in the program if they score at or below the twentieth percentile on the LAB test. Teachers or parents also may refer a student to the project; for example, one male student scored at the twenty-fourth percentile, and his parents requested that he be considered for the project. Many others could benefit from the services at John Jay, but the director said there was a "set core of kids well below the twentieth percentile."

Students who ranked below the twenty-first percentile on the Language Assessment Battery (LAB) tests were placed in English as a second language (E.S.L.) classes. In the spring semester, there were 116 students in E.S.L. classes at the school. Appendix C presents a listing of the E.S.L. courses offered to the program students in the fall and spring.

The project has used the "mastery learning approach" in Spanish native arts developed at the University of Chicago. Students are graded based on their achievement of set criteria for performance. The director said that initially there was more student interest with this approach, but he did not think students performed significantly better. For speakers of languages other than Spanish, the project offered one section each of French and Italian language arts during both semesters. Appendix D presents detailed information on these offerings.

Although not a program objective, bilingual instruction in mathematics, science, and social studies was offered to the Spanish-

speaking program participants. Each class met for three hours and 20 minutes each week and had an average register of 34 students. A list of these courses is included as Appendix E.

Students in the bilingual project take mainstream courses such as industrial arts and computer programming. Even after transition to the mainstream, though, Spanish-speaking students continue to take the hygiene course in Spanish because it is a more difficult course for them in English.

According to the director, the project tries for transition to the mainstream "no later than the second year." This mainstreaming policy is reflected in the number of project students at higher E.S.L. levels enrolled in content-area courses in math, social studies, and science given in English. In both the fall and spring, most project students taking content-area courses in English were at the mainstream E.S.L. level. There was also a steady decrease of students enrolled in classes given in the native language, as E.S.L. level increased. In both semesters, most students taking courses in the native language were at the beginning E.S.L. level. Even when students are mainstreamed in content-area subjects, however, they are generally still kept in official bilingual homeroom classes to keep track of their progress. The director commented that students usually continue to need help and they come back for services such as "getting a job, college applications, and tutoring."

CLASSROOM OBSERVATIONS

A member of the evaluation team visited a beginning E.S.L.

class, a native arts class in Spanish using the computer to create and edit text in Spanish, a math class using computers for algebra and other math levels, and a stenography class learning how to use the computer. An interview with the coordinator of the health careers program, and with a paraprofessional who tutors bilingual students indicated strengths at many levels of instruction.

These classroom observations showed how solid the instructional component is in areas vital to project goals. That 100 percent of the teachers' time was spent on lesson-related tasks was a striking result. Previous discussion in the report has indicated the many problems experienced by the students. Yet teachers were able to keep their lessons on track, demonstrated by the fact that at least three-fourths of the students were engaged in lesson-related tasks at the beginning, middle, and end of the 40-minute sessions.

In the computer math class, students were so absorbed in their work that the silence of concentration was a noticeable contrast to the noise made by some disruptive students who were roaming about the halls, shouting out their frustrations.

The E.S.L. class did not use computers. Using traditional teaching methods, the teacher demonstrated how to buy clothes in a dialogue with students of Hispanic, Asian, and other backgrounds. He brought shirts to the class, drew on the board to indicate size differences, and used humor effectively. The class was conducted in English, and the teacher was also indirectly teaching math, making comparisons, and careful buying skills.

The teachers had often developed their own materials, as in the E.S.L. class, or were adapting existing materials, as in the native arts class where the teacher introduced text in Spanish, with a word processing demonstration on the computer in English. The director described in detail his difficulty in finding appropriate textbooks in Spanish for the adolescent students, with an appropriate content level and congruence with the required curriculum in New York. He had obviously given much time and thought to this search for good teaching materials.

The health careers coordinator said about 25 percent of her students were from the bilingual program. One of them was following the part of his training that includes volunteer work in a hospital or home for the aging when he was asked to become a translator at the hospital. Thus, they are able to relate schooling and work.

The students in health careers do research on over 300 careers. The two-year program leads to certification for entry-level jobs. When the health careers program was cut by the principal, the students wrote to the chancellor's office, and some classes have been restored.

Paraprofessionals play an important role in this project, and in all phases of its proposed work. They were observed to help with tutoring, attendance, and test results. "They do whatever someone else is not doing" the director said. One paraprofessional was observed providing assistance in the computer math class. He obviously enjoyed helping students to use the computers and was as reassuring with computer help as he was with help in English. From observation of this paraprofessional in the computer room, in the bilingual office helping students

fill out forms in English, or tutoring them in English in subject areas, his competence, commitment to, and enjoyment of helping students was apparent.

In describing the students' reaction to the computer courses, the paraprofessional stated, "In eleven years here, I have never seen that much excitement about anything. Computing gives these students some feeling of accomplishment, something they haven't had in a long time."

VI. NON-INSTRUCTIONAL SERVICES

As discussed, non-instructional services, such as job placement, are vital to this project. The following brief description, along with tables in the appendices, will illustrate services provided in this area.

SUPPORTIVE SERVICES

The school has a tax-levy funded bilingual counselor, who is responsible for all the bilingual students. The director said that because the school counselors are so overwhelmed with clerical tasks, there is little time for counseling. He also commented that the school was working with a skeletal staff. Of course, this situation negatively affects the services provided to students. The director pointed out that often the only way to get help for students was to place them in a special education program, but that was not always the best solution if the student needed a different kind of assistance. The director would like to see small-group guidance, more thorough orientation of incoming ninth-grade students, and more tutorial services.

Project staff members provide some of these needed services, including tutoring. ASPIRA, an organization which provides assistance to Hispanic students, is also serving program students at the school. The computer curriculum specialist is credited with reviving ASPIRA among the students at John Jay. He has accompanied students to city-wide ASPIRA conferences and encouraged their involvement in the school and city organization.

Among the various student publications produced with the help of bilingual staff members at John Jay are a bilingual newsletter with

information about college and career needs, the translation into Spanish of the student code at John Jay, and fliers with news of interest to Hispanic people.

Bilingual staff members help with college advisement. There is also a career-educational advisement group, which assists students in making a self-inventory and job inventory.

Job placement is the area of greatest need for improvement. The director says they have an "embryonic job development program" and would like to spend more time on this project component. The project works with an institute funded by the federal government for students not continuing to college. The project has also contacted a bank requesting that it provide jobs for students. In addition, the director has sent letters to 100 merchants in the neighborhood seeking positions for students. Despite the shortcomings of the job placement component, 17 students were placed in part-time employment in 1983-84. Students get one miscellaneous academic credit for each term they work in approved programs. The job program may also encourage studerts to stay in school. However, the director did not know if the jobs improved academic performance since most work experience was only tangentially related to school work.

The director stated that the non-instructional services to bilingual students were generally better than those for mainstream students. Until recently, many of the support services described did not exist in the mainstream. When the project was planned, it formulated long-term objectives for guidance services. These are to be achieved by June 1986 (see Appendix B).

STAFF DEVELOPMENT

Project teachers have an average of ten years' experience. As mentioned earlier, this experience was reflected in the quality of the teaching observed.

The bilingual project held monthly staff meetings to discuss curriculum changes, students' behavioral problems, and other issues related to the program. Staff development activities also included weekly computer training workshops in basic programming or word processing. Additionally, teachers participated in mastery learning summer institutes. Thus the project met its objective of involving staff in inservice workshop activities.

Outside school, staff members attended workshops on bilingual education sponsored by Hunter College and Columbia and Fordham Universities, the National Association of Bilingual Education Conference, and the Fifth Annual Hispanic Parents' Conference sponsored by the Office of Bilingual Education, New York City Board of Education. Staff members also attended courses in French and Spanish at City College, Kingsboro College, and the New School for Social Research. One staff member took a course in basic computer programming sponsored by the Tandy Corporation (Radio Shack).

The director said the teachers could use moral support and stress management sessions, particularly teachers who work with problem children. According to the director, "The mental health of the staff is very important. No one ever cares about that."

CURRICULUM AND MATERIALS DEVELOPMENT

In the previous Title VII project, curricula were developed for

all basic subject areas, with the exception of American history, which is now being developed by the social studies teacher (see Appendix F). The director says that some of these curricula will have to be revised to meet the needs of the current population. For the time being, however, basic curricula have been developed and are in use in program classes.

Much still needs to be done in curriculum development and materials for computer based learning in order to meet the project's proposed long-term objective. Since the computer curriculum specialist remained a part-time position, teachers often had to locate their own materials for classroom use. The health careers coordinator was observed looking through a catalogue for biology software for the TRS-80 computer; the native language arts teacher expressed a need for software curriculum material in Spanish. (See Recommendations.)

PARENTAL INVOLVEMENT

Generally, parents of bilingual program students meet every two months. Fifty parents attended a session early in 1984, when parents gave their suggestions for the project continuation proposal. The March meeting was held in coordination with ASPIRA; a workshop focused on school requirements for graduation. It is reported that a higher percentage of parents attend the bilingual meetings for parents than attend the meetings of the John Jay school-wide parents' group.

A member of the evaluation team spent an afternoon at the school when parents were to visit for parent-teacher conferences. Few parents were present. Two parent conferences with an E.S.L. teacher

were also observed. Both were in Spanish, and supportive to the mothers who met with the teachers.

In a combined school parents' association meeting and bilingual parents' meeting there were 30 bilingual parents present, but less than 10 parents of students in the mainstream. Although the project was successful in attracting parents to school functions, data are unavailable to measure the objective proposed (see Appendix B).

PROGRAM CONTRIBUTIONS TO THE MAINSTREAM

The bilingual project at John Jay offered several services that benefitted the rest of the school. These included a Spanish conversation workshop for staff, a session on dropout prevention work, and a presentation made by the counselor who also served the mainstream population.

One of the greatest program contributions has been to organize the computer room, used by both bilingual and mainstream classes. (Funding for the 15 TRS-80 computers came from the bilingual program; tax-levy money pays for the software.) The computers can be used by 34 students per class, and according to staff reports, the computer room was being used to the maximum. Of the 40 computer classes offered each week, 19 were for bilingual students, 21 were for the mainstream.

VII. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

ASSESSMENT PROCEDURES AND INSTRUMENTS

The following section presents the assessment instruments and procedures, and the results of the testing used to evaluate student achievement in academic year 1983-84. The project director revised the student achievement objectives originally proposed (see Appendix B). The revised objectives are presented in Table 5. He decided to delete the use of the Armed Services Vocational Assessment Battery from the evaluation plan because it is not appropriate for the population served. The instrument measures vocational skills development, while most of the project students seek a college education upon graduation.

The Occupational Aspiration Scale was also deleted from the evaluation plan because it exists in English only. Many of the project students were not sufficiently fluent in English at the time proposed for test administration.

TABLE 5

Revised Student Achievement Objectives

Objective	Instrument
1. Program students will master an average of one objective per month on the CREST.	Criterion Referenced English Syntax Test (CREST), Levels I, II, and III.
2. Program students will show significant gains in native language achievement.	Interamerican Series, La Prueba de Lectura (Hispanic students); Teacher-made tests (Haitian students).
3. Students participating in Computer Lab classes will show an improvement in computer skills.	Computer literacy teacher-constructed cognitive tests.
4. Seventy percent of program students will pass the content areas of instruction (science, social studies, and mathematics).	Teacher-made tests.
5. Program students will score at least 70 percent in preparatory vocational classes.	Teacher-made tests.

ACQUISITION OF ENGLISH SYNTAX

The assessment instrument utilized for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. currricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three

levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

Objective 1 called for the acquisition of one CREST objective per month by E.S.L. students. The test was administered at the beginning and end of each semester. Data were available on approximately 116 students. Table 6 presents the test results by semester. Examination of Table 6 reveals that students surpassed the program objective in both semesters. In the fall, students tested on Levels I, II, and III of the CREST surpassed the program objective of one objective per month mastery. Students tested on Level I attained 2.06 objectives per month, Level II students mastered 2.00, and Level III students mastered 2.21 objectives per month. In the spring, students tested on Levels I and II of the CREST again surpassed the program objective with 1.80 and 1.79 objectives mastered per month. Level III students exhibited a decrease in the number of objectives mastered, from 2.21 in the fall semester to 0.87 in the spring semester. It should be noted, however, that the number of students tested in the fall is very small.

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*Board of Education of the City of New York, Division of High Schools, 1978.

TABLE 6

Results of the Criterion Referenced English Syntax Test

(Program Students Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	76	3.67	9.20	5.53	2.67	2.06
II	36	4.89	10.25	5.36	2.68	2.00
III	3	4.33	9.67	5.33	2.45	2.21
TOTAL	115	4.07	9.54	5.47	2.67	2.05
			Spring			
I	70	6.40	11.94	5.54	3.44	1.80
II	31	5.42	11.03	5.61	3.37	1.79
III	16	3.63	6.43	2.81	3.52	0.87
TOTAL	117	5.76	10.95	5.19	3.44	1.57

*Posttest minus pretest.

- Overall, the objective was attained; students mastered 2.05 CREST objectives per month in the fall and 1.57 CREST objectives per month in the spring.
- Students tested on all three levels of the CREST in the fall exceeded the targeted objective by attaining at least two objectives per month.
- In the spring, students tested on CREST Levels I and II surpassed the one objective per month mastery objective. Level III students, however, did not attain the intended objective.

NATIVE LANGUAGE READING AND COMPREHENSION

The assessment instrument used to measure gains in reading in Spanish was the Prueba de Lectura,* Level 3. The Prueba de Lectura is part of the Interamerican Series of tests published by Guidance Testing Associates. The purpose of the series is to evaluate achievement in English and in Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures. The Prueba de Lectura, forms CE and DE, level 3 correspond to grades four through six.

The program objective called for significant gains for Spanish-speaking students on the Prueba de Lectura. Results are presented in Table 7 by grade level. Gains for all students were statistically significant. Average raw score increases in native language reading achievement ranged from 4.0 to 7.3 indicating that the program objective for Spanish-speaking students was attained. Effect sizes were moderately high for ninth and eleventh graders, 0.54 and 0.48, and large for tenth- and twelfth-grade students, 0.77 and 1.09. These indicate that average gains were representative of the majority of students.

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*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

TABLE 7

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on the Prueba de Lectura (Level 3) by Grade

Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Effect Size
9	22	43.9	13.2	47.9	13.8	4.0	0.85	2.6	.01	0.54
10	55	60.2	19.5	70.6	19.5	10.5	0.75	5.7	.01	0.77
11	74	74.9	24.2	83.8	18.9	8.9	0.65	4.1	.01	0.48
12	18	72.0	19.9	79.3	22.5	7.3	0.96	4.6	.01	1.09

- Students in grades nine through twelve exhibited statistically significant gains in native language reading achievement from pre- to post-test.
- Effect sizes were moderate for ninth and eleventh graders, and large for students in grades ten and twelve.

Revised program objectives for French-speaking students called for the use of the French Two-Year Citywide Test for students in elementary and intermediate level courses instead of the Basic Inventory of Native Language originally proposed. It was also proposed that the French Three-Year Comprehensive (Regents) be used to assess native language achievement for students in advanced classes. However, there were no data available for French-speaking students tested using those particular instruments. There were data available on the number of students enrolled in French language courses passing teacher-made tests. In the fall semester, 18 of the 19 students passed. In the spring semester, 8 of the 12 students enrolled passed.

COMPUTER SKILLS

The project originally proposed the assessment of students' computer literacy using criterion-referenced tests. The project reported that such tests were not available; instead, a teacher-constructed cognitive test was administered to those students participating in the Computer Lab class. Data were available for 14 students in the fall and 12 students in the spring semester. In the fall semester, 13 students (93 percent) passed the teacher-made test. Eight students (67 percent) enrolled in the spring computer class passed the test. These results are presented as indicators of student achievement in this area. They cannot be used to make any conclusive statement about the objective, however, because they are not based on the measure proposed.

CONTENT AREAS AND VOCATIONAL ACHIEVEMENT

The proposed program objective called for the attainment of a 70 percent passing rate by students enrolled in mathematics, science, and social studies, as well as in preparatory vocational classes. Results by grade level and semester are presented in Table 8. Overall passing rates in mathematics, science, and vocational courses met the criterion proposed.

Overall, the passing rates for students enrolled in mathematics courses was 73 percent in the fall and spring. The passing rates for those students enrolled in science classes was 77 percent in the fall and 79 percent in the spring. Pupils enrolled in preparatory vocational courses attained passing rates of 82 percent in the fall and 83 percent in the spring. Social studies students met the 70 percent passing criterion in the fall. Although the social studies passing rate decreased from 73 percent in the fall to 68 percent in the spring, the combined yearly passing rate was 71 percent, thus meeting the criterion proposed.

TABLE 8

Number of Students Attending Courses and Percent Passing

Teacher-Made Examinations in Content-Area Subjects

Course	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
FALL										
Mathematics	34	67.6	75	70.7	84	77.4	15	66.7	208	72.6
Science	29	89.7	59	61.0	54	85.2	17	88.2	159	77.4
Social Studies	29	69.0	71	69.0	88	73.9	26	88.5	214	73.4
Preparatory Vocational Studies	2	100.0	12	66.7	28	89.3	8	75.0	50	82.0
SPRING										
Mathematics	31	67.7	66	62.1	65	83.1	16	87.5	178	73.0
Science	26	76.9	58	77.6	48	81.3	17	76.5	149	78.5
Social Studies	26	61.5	61	60.7	80	71.3	23	82.6	190	67.9
Preparatory Vocational Studies	3	66.7	10	70.0	22	86.4	5	100.0	40	82.5

- Overall, passing rates in math, science, and vocational courses met the criterion proposed. These passing rates remained consistent from fall to spring.
- The passing rate for social studies met the 70 percent criterion proposed in the fall but not in the spring.
- Eleventh and twelfth graders generally had higher passing rates than ninth and tenth graders in the fall and spring.

ATTENDANCE

Attendance rates for program students are presented in Table 9. The attendance rates were consistently high for program students in all grades. Although not a proposed objective, a comparison was made between the attendance rates of program students and the general school population using a z-test. A result (z-value) sufficiently large to attain statistical significance indicates a difference greater than what would be expected by chance. The z-test results are also presented in Table 9. The resultant z-value reveals that the program student attendance rate was significantly higher than that of the general school population.

TABLE 9

Comparison of the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	Number of Students	Mean Percentage	Standard Deviation
9	31	88.5	9.9
10	66	87.7	10.3
11	87	87.4	9.1
12	24	90.5	10.1
TOTAL	208	88.0	9.7

Average School-Wide Attendance Percentage: 71.9

Percentage Difference = 16.12 $z = 5.17$ $p = .01$

- Attendance rates were consistently high for program students in all grades.
- The program student attendance rate was significantly greater than the school-wide attendance rate.

VIII. CONCLUSIONS AND RECOMMENDATIONS

In 1983-84, Project TRIUNFE at John Jay High School provided bilingual instructional and support services to 268 students in the fall and 263 students in the spring. The students were of Hispanic, Asian, Haitian, and other backgrounds.

Building on the success of the previous bilingual program, Project RESCATE, the project proposed to offer its participants computer-assisted instruction and computer literacy, partial immersion for rapid learning of English, vocational training, counseling and job placement, and alternative education for the marginal/juvenile delinquent student.

As in the first year of most projects, TRIUNFE had some major obstacles to overcome. It is an ambitious program, and its demanding goals became even more difficult to reach because of several personnel changes in the project during the year. The project, however, is functioning reasonably well. As the narrative and tables show, it is moving toward its first-year and long-range objectives.

Certainly, great credit must be given to the project's staff members, who have had to cope with far too many responsibilities. Their work has been professional, conscientious, and mature.

The computer aspect of this program is promising, innovative, and one of the few such pioneering projects in the country. Although there have been computer projects in foreign languages, there have been few in bilingual education, even fewer at the high school level. Research and publications in computing for bilingual education at the high school level are almost non-existent. Although the project is in

its very early stages of development it deserves every chance to succeed and needs to be traced and documented in its progress.

Job development, too, is moving forward; more sustained time and effort are needed on this important part of the project. The problem is not lack of interest, ideas, or commitment from the director, but the many responsibilities that limit his time and ability to locate jobs and help students get them.

It seems clear that if this project is to achieve its lofty goals, the staffing responsibilities called for in the original proposal must be restored. There is a need for a full-time project director responsible for administration and supervision. The responsibilities of the job developer/placement specialist for counseling students, developing a job bank, and placing students in entry level jobs is also a full-time position. Finally, the role of the computer trainer and materials developer is essential to the essence of this project. To combine these roles and reduce them to less than full-time positions suggests a lack of understanding of the demands of administering a basic instructional bilingual program, of computer-assisted instruction, or of job placement.

Another aspect of the instructional program that needs strengthening is vocational education -- again, staff changes have reduced an important aspect of this project. Both to serve program students, and because of local and national need for the kind of vocational services outlined in the project proposal, the full-time position of job developer/placement specialist might be restored to this project.

Some consideration might be given to using students to help with some of the work. For example, the computerized job data bank,

which seems far from a reality at this time, could be developed by students in a computer class -- with proper guidance. However, a system is needed so that students and teachers have more access to the computer room. Computing requires time -- it cannot be absorbed fully in 40-minute segments every few days. Students might be allowed to use the computers in their free periods when there is a teacher present for supervision. Teachers, too, need time to experiment with and develop their own software.

As stated previously, the teaching at John Jay was one of the most encouraging aspects of this project. The fine work observed in the E.S.L. class -- important to the English immersion aspect of this program -- could be enhanced with computer software for individual use by the students. The teachers have many good ideas about simple, inexpensive ways that would improve their professional performance and learning for their students.

The use of paraprofessionals seems outstanding in this project. They have a strong, positive role in computer classes, in the administration of the project, in contacts with the parents, and most of all, in helping the students.

Except for advice from paraprofessionals and other staff members, the program did not appear to stress the proposed alternative education for the marginal student. If proper staffing is restored, more attention should be given to this program component next year.

Despite the first-year problems, Project TRIUNFE is serving the bilingual students well and additionally contributing to the education

of the mainstream students. There is no doubt that the project is an oasis for the LEP students in the large, inner-city high school environment of John Jay. Students came to the project's office steadily for questions, tutoring, help in functioning within the school's procedures, and in job searches. The director observed, "we have a very good attendance rate, around 88 percent. The kids feel very comfortable. It (the project) is a psychological buffer."

Program student achievement was generally very high; English achievement was particularly high. Native language achievement for Hispanics was also high. The only native language achievement data available for Haitian students were passing rates in language courses. While passing rates were fairly high, the objectives called for measures different from those used to assess student achievement in this area. This suggests the need for the program to revise this objective or to administer the instruments proposed.

Passing rates in computer classes were high, but a criterion was not set to evaluate the computer literacy objective. Students met the 70 percent criterion proposed for passing rates in mathematics, science, social studies, and vocational courses. In addition, the attendance rate for program students was significantly higher than the school-wide attendance rate.

Project TRIUNFE may not be an overwhelming triumph at this stage, but it certainly represents some important victories over formidable obstacles in its first year. The results of this experience and of student performance as indicated by the measures used in this evaluation should serve as the basis for reviewing and revising program objectives for the remaining program cycles.

IX. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staff

Function(s)	% Time for Each Function	Date Appt. to Each Function	Education (degrees)	Certification License(s)	Total Yrs. Exp. in Education	Yrs. Exp. Bilingual	Yrs. Exp. E.S.L.
Assistant Principal Foreign Language	20			Supervision Administration Foreign Language/E.S.L.	21		12
Project Director	100	9/66	B.A., M.A. For. Language Ph.D. Candidate	Spanish/E.S.L.	18	12	7
Curriculum Specialist	80		B.A., M.A. Foreign Language	Spanish/Bil. Science	10	10	None
Teacher	100	9/68	B.A., M.A. Foreign Language	Spanish	15	10	None
Teacher	100		B.A., M.A. History	Bilingual Social Studies	10	10	None
Teacher	100		B.A., M.A. Foreign Language	Spanish/E.S.L.	15	14	12
Teacher	100	9/81		E.S.L.	7	7	7
Teacher	100	9/74	B.A., M.A. Mathematics	Bilingual Spanish Mathematics		10	None
Teacher	20	9/67	B.A., M.A. Foreign Language	Spanish	17	12	None
Teacher	100	9/83	B.A. Spanish	T.P.D. Spanish	2	2	2
Teacher	40		B.A., M.A. French	French			

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APPENDIX B

Data Collection and Analysis

Data collection and analysis procedures have been identified which will address evaluation questions and which are appropriate for use with projected data (in evaluation plan).

Data Use for Improvement

Evaluation Plan

The data obtained through the evaluation will contribute to improvements in the operation of the project by providing information which may be useful in the following ways:

(a) To more nearly define the characteristics of the population being served, thereby making judgements about the adequacy of the program for the entire range of students possible.

(b) To provide information on the adequacy of the objectives, thereby meeting modification of the objectives possible to reflect more realistic expectations.

(c) To identify problems encountered in the implementation of the program, thereby identifying situations which need to be attended to and which may help explain project outcomes.

(d) To identify areas of strength and weakness in student performance, thereby identifying areas which need review and/or modification, or further support.

(e) To generate recommendations which may be useful in making changes in the program, thereby resulting in program improvement.

(f) To provide information which will be useful in informing appropriate audiences, thereby improving attitude toward the program.

Evaluation Plan

The evaluation plan considers the project's instructional, curricular and training objectives.

Objective 1 - English Language

As a result of participating in the program, students will master an average of one objective per four weeks of treatment.

1a. As a result of participating in the program ESL (English as a Second Language), students will improve in English oral language proficiency.

1b. As a result of participating in the program students will have mastered 80% of all vocational English units.

Instrument 1

C. R. E. S. T. (Criterion Referenced English Syntax Test)

Instrument 1a.

Teacher-made test

Instrument 1b.

Teacher developed vocational English skills test

Data Analysis 1.

Calculate the mean objectives mastered per month of instruction

Data Analysis 1a.

Non-Parametric sign test

Data Analysis 1b.

Non-Parametric sign test

Data Analysis 1c.

See time line/staffing responsibilities schedules on subsequent pages.

Objective 2- Native Language

Students participating in the program sill show significant gains in Spanish, French, Chinese and Vietnamese language achievement.

Instruments

Prueba de Lectura, appropriate level for Spanish, Basic Inventory of Native Language for French and instruments developed by in house staff and Bureau of Foreign Languages for Chinese and Vietnamese students.

Data Analysis

Correlated t test for significance of difference between pre and post test scores for French and Spanish students,

Mastery of predetermined number of objectives for Asian students.

Objective 3- Computer Literacy

As a result of participating in the Computer Lab class students will show an improvement in computer literacy at .10 level of significance. Tlere will alao be a significant relationship between computer literacy and cognitive skills development.

Instruments

Computer literacy criterion referenced tests developed by company providing software with modifications by in house materials developer.

Teacher-constructed cognitive tests and criterion referenced computer literacy tests.

Data Analysis

Correlated t test for significance between pre-test and post-test raw scores.

Pearson product moment correlation between level of computer literacy and numbers of objectives mastered on cognitive test

Objective 4 - Occupational Aspiration

By June 1984 70% of participating students will show a significant improvement in occupational aspiration.

Instruments

"Occupational Aspiration Scale"

Data Analysis

Correlated t test for significance between pre and post-test scores.

Objective 5 - Vocational Development

As a result of participating in the program participating students will score at least 70% in preparatory vocational classes representing at least a 10% higher passing average then for mainstream students.

By June of 1986 our participating students having taken the Armed Services Vocational Assessment Battery (ASVAB) will have achieved passing scores statistically equal to the percentages of passing mainstream students.

Instruments

Teacher tests

Armed Services Vocational Assessment Battery (ASVAB)

Data Analysis

Test for differences between two independent proportions

Objective 6 - Student Employment

As a result of participating in the program 70% of the graduating students seeking employment will be placed, representing a 30% higher placement rate than for mainstream students.

There will be a significant relationship between part-time employment secured for students and their English-language proficiency.

As a result of participating in the program, students within two years after graduation will have maintained steady employment.

Instruments

Program records and Scholarship Sheets

C. R. E. S. T. (Criterion Referenced English Syntax Test) and program records

Questionnaire and interviews

Data Analysis

Measurement of the differences between two independent proportions

Pearson product-moment correlation between total number of objectives measured and employment

Annual determination of percentage of students maintaining employment (longitudinal study)

Objective 7 - Life-Centered Career Education

By June of 1984, as a result of participating in the Career Education Class program, students will have mastered eight of the first ten career concepts.

Instrument

Teacher-made test

Data Analysis

Non-parametric sign test

Objective 8 - Cognitive Development (Other Instructional Goals)

As a result of participating in the cognitive enrichment component of our instructional program, students will show a significant improvement in cognitive skills.

Instruments

Teacher-developed and computer-administered cognitive skills tests

Data Analysis

Non-parametric sign test

Objective 9 - Integration of Marginal Student/Juvenile Delinquent

By June 1984 as a result of participating in our GED occupational skills developmental training component, the majority of these students will receive an equivalency (GED) diploma or be reintegrated into the mainstream. Rate of Reentry will be 10% higher than

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for mainstream.

Instrument

Number of equivalency diplomas achieved and bilingual records on mainstreaming.

Data Analysis

Tabulation of percentage of students receiving an equivalency diploma and successfully integrated into regular school program and compared to mainstream students so identified,

Objective 1.0. Guidance and Supportive Services

By June 1986, our bilingual guidance counsellor will have screened and developed a cognitive/affective profile on 90% of participating students.

Instrument

Bilingual Guidance Counsellor Records.

Data Analysis

Tabulation of number of profiles on bilingual students.

Objective 11. Curriculum Development

Every major subject area will have a curriculum which is computer based and accompanying UNIPACS by June 1986.

Instrument

Program records of Unipacs and curricula developed and in use

Data Analysis

Number of UNIPACS and curricula produced

Objective 12. Major Content Areas of Instruction(Science, Social Studies, Mathematics).

By June 1984, 70 % of participating students will pass 70 % of major content areas which represents a 10 % higher percentage than for mainstream

By June of 1985 the number of students passing social Studies City Wide Exam in Spanish, comparable in house developed tests in Chinese and French, Regents Competency Mathematics Exams in Spanish, French and City Wide Exams Biology(Spanish version and comparable in house versions in French and Chin will be equal statistically to the number of mainstream students passing such exams.

Instrument

Teacher scholarship sheets and permanent records.
Available City-Wide Exams and comparable in-house developed exams.

Data Analysis

Test for difference between two independent proportions.

Objective 13. Participation in intercultural enrichment activities

As a result of participating in the program, at least 50% of the program students will increase their club, cultural and extracurricular activities.

Instrument

School and program records of students participating in Club or extracurricular activities.

Data Analysis

Calculation of percent of students participating in club or cultural activities and comparison with mainstream.

Objective 14. Self-Esteem

60% of students will show growth in self-esteem at .10 level of significance.

Instrument

Piers Harris Self-Concept Test.

Data Analysis Procedure

Correlated test for difference in score between pre and post test raw scores.

Objective 15. In Service Workshops (Staff)

By June 1984, the mean attendance for bilingual staff for in service workshops will be 80%.

Instrument

Attendance records maintained by project director.

Data Analysis

Tabulation of percentage of staff members attending the workshops.

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Objective I6. College Attendance by Staff

At least 80% of project staff will take college credit courses in computers, partial immersion, career education, developmental training and other allied bilingual areas.

Instrument

Program records and college transcripts.

Data Analysis

Tabulation of percent of staff personnel taking college courses.

Objective I7. Parent Attendance at School Functions

By June 1984, at least 50% of parents who are members of the Parent Advisory Committee, will attend at least 50% of the meetings of that Committee.

Instrument

School records, attendance sheets, minutes of meetings.

Data Analysis

A mean of the parents attending advisory committee meetings.

Objective I8. Improvement in Employment Status of Parents

By June 1984, as a result of participation in the program, 50% of parents on Parent Advisory Committee will take at least one vocational course in tje John Jay Adult Education Center, thereby improving their skills and potential for securing a better job.

Instrument

Registration records of Adult Education Center.

Data Analysis

Computation of percent of advisory committee parents taking courses.

APPENDIX C

Instruction in English as a Second Language and English Reading

Course Title and Level*	Number of Classes		Average Register		Paraprofessional Assistance	Description	Curriculum or Material in Use
	Fall	Spring	Fall	Spring			
ESL 1 (Beginning)	1	1	34	34	Yes	Beginning	In-House Prepared
ESL 2 (Beginning)	2	2	34	34	No	Beginning	Real Stories Book A-1
ESL 3 (Intermediate)	2	2	24	24	Yes	Intermediate	Modern Stort Stories Dixson
ESL 4 (Intermediate)	2	2	24	24	Yes	Intermediate	English Grammar-Dixson
EX 1 (Suppl.)		1	34	33	No	Beginning	Everyday English Book 1
EX 2 (Suppl.)		2	34	34	No	Beginning	Everyday English Book 2
EX 3 (Suppl.)		2	34	35	No	Intermediate	Elementary Comp. Practice
EX 4 (Suppl.)			34		No	Intermediate	Easy Reading (Dixson)

*All classes met for five periods per week and were exclusively for program students.

APPENDIX D

Instruction in the Native Language

Fall

Course Title and Level*	Number of Classes	Description	Curriculum or Material in Use
Spanish 1 N	2	Beginning Spanish	Susana y Javier en Espana
Spanish 3 N	2	Intermediate Spanish	Civilizacion y Cultura
Spanish 5 N	3	Intermediate Spanish	Calidoscopio
Spanish 6 N	1	Advanced Spanish	Amsco-Spanish 3 years
Spanish 7/8 Advanced	2	Advanced Spanish	Don Quijote
French 5/7	1	Intermediate - Advanced French	C'est la Vie
Italian 5/7	1	Intermediate - Advanced Italian	Secondo Corso d'Italiano

Spring

Spanish 2 N	2	Beginning	Reglejos
Spanish 4 N	2	Intermediate	Literatura y arte
Spanish 6 N	3	Intermediate	Calidoscopio
Spanish Advanced	1	Advanced	Teatro Hispanico
French 6	1	Intermediate	C'est la Vie
Italian 4/6 Advanced	1	Intermediate	Secondo Corso d'Italiano

*All classes met for five periods each week with an average register of 34 students. These classes were exclusively for program students.

APPENDIX E

Bilingual Instruction in Subject Areas

Course Title*	Number of Classes		Language of Instruction
	Fall	Spring	
Fundamental Math 1	1	-	100% Spanish
Fundamental Math 3	1	-	95% Spanish
Fundamental Math 4	-	3	85% Spanish
Algebra 1	1	-	95% Spanish
Algebra 2	-	1	90% Spanish
General Science 1	1	-	95% Spanish
General Science 2	-	1	95% Spanish
Biology 1 (General)	2	1	95% Spanish
Biology 1 (Regents)	1	1	90% Spanish
Global History 1	1	-	95% Spanish
Global History 2	-	1	90% Spanish
Global History 3	2	-	90% Spanish
American History 1	2	-	85% Spanish
American History 2	-	1	90% Spanish
Economics	-	2	80% Spanish

*Classes were exclusively for program students and all materials used in these classes corresponded to the mainstream curriculum.

APPENDIX F

Curriculum and Materials Development and Adaptation

Curriculum or Materials	Originally Developed (X)	Adapted (X)	Completed (X)	In Process (X)	Parallel to Mainstream	In Use
E.S.L. I-IV	X		X		Yes	Yes
Fundamental Math 1-2	X		X		Yes	Yes
Algebra 1-2	X		X		Yes	Yes
Spanish 1-8	X		X		Yes	Yes
Global History	X		X		Yes	Yes
American History		X		X	Yes	Yes
Economics		X		X	Yes	Yes
Hygiene		X		X	Yes	Yes
General Science	X		X		Yes	Yes
Biology 1-2	X		X		Yes	Yes
Careers	X		X		Yes	Yes
Computer-Assisted Instruction (E.S.L. math)	X			X	Yes	Yes